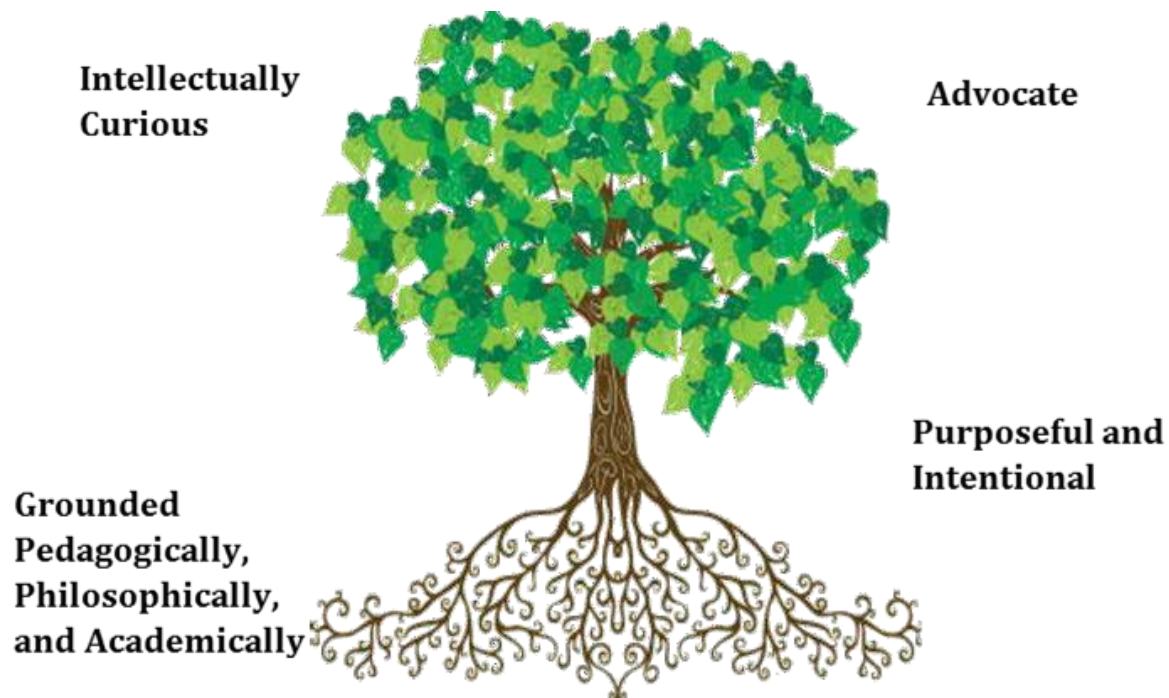


Birmingham-Southern College

Department of Education



Education Field Experience Handbook

Revised Fall 2023

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General Information

The purpose of field experiences is to allow candidates to become familiar with and participate in a variety of instructional situations in a continuum beginning with the first experiences in the classroom and ending with the student teaching internship. Typically, candidates move progressively through Pre-Block, Block One, Block Two, and Internship during the Teacher Education Program (TEP).

Field Experiences in the TEP allow candidates to practically apply content knowledge, learning principles, teaching strategies, and instructional materials in a supportive classroom environment with support and specific feed-back from school-based personnel and BSC faculty. Candidate skills, knowledge, and professional dispositions are assessed during Block One through the use of the Educator Disposition Assessment (EDA/ Appendix A). Candidate skills, knowledge, and professional dispositions are assessed during Block Two through the use of the Candidate Preservice Assessment of Student Teaching (CPAST/Appendix B). To assist with scoring the CPAST, the candidate and the college supervisor can use the CPAST “Look Fors” document (Appendix C) to assist in assigning the appropriate score.

Field Experiences are carefully crafted to provide the best professional experience for candidates. During field experiences candidates are placed in diverse school settings and with diverse groups of students.

Field Experiences are constructed to provide sequentially designed experiences that result in:

- An opportunity to make career decisions based on classroom interaction with students
- An opportunity to develop an understanding of the role of a classroom teacher from a teacher’s perspective
- An opportunity to understand the relevancy of what is being taught in methods courses
- An opportunity to translate learning in coursework and to develop teaching strategies within a classroom setting

Responsibilities of BSC Candidate, Policies and Procedures

Assignment. BSC candidates are assigned to school settings by the Education Faculty and School Partners and are subject to the approval of the cooperating principals and teachers at the K-12 schools. Faculty evaluate placements while in Teacher Education Programs to provide a variety of diverse placements for each candidate.

Supervision. Candidates participating in field experiences will be under the direct supervision of the K-12 teachers at the partner schools during the period of assignment in the schools.

Interactions with Students. Relationships with students, colleagues, or other community residents should remain on a professional level at all times to insure effectiveness as teacher candidates.

Respect and protect confidentiality. Confidentiality of schools, teachers, students, and parents must be maintained. The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law establishing an array of confidentiality rights for students and families.

Identification. BSC students must wear nametags while on the premises of any school. In courses taken prior to admission to TEP, nametags will be supplied. All students are required to have a background check on file PRIOR to being in schools.

Display a professional appearance. BSC candidates must maintain appropriate dress in all field experiences. BSC Education Department faculty define this as “business casual”. “Business casual” dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or longer, a tailored blazer, knit shirt or sweater. Additionally, BSC candidates will adhere to the dress and appearance guidelines of the school at which they are placed.

Display professional demeanor. Be punctual, courteous, cooperative, receptive, and responsible while at the placement site. Review and abide by the Alabama Code of Ethics that can be found in this handbook.

Participate in Assessment. At the end of Block 2 field experiences, two college supervisors and the candidate will meet for a CFAST conference to evaluate candidate strengths and areas for improvements. The candidate will self-evaluate prior to CFAST meeting with the college supervisors. Candidate may use this information areas of need to write a Professional Learning Plan (PLP). Candidates will also complete a survey to assess the quality and meaningfulness of their field experiences at the end of Block 1 and Block 2. This information will be used by the BSC Education Department faculty when designing field experience opportunities for future candidates.

Arrange for transportation. BSC candidates must arrange for their own transportation to and from the school setting.

Emergency. If emergency circumstances keep you from your field experience placement, notify the BSC instructor and the mentor teacher prior to the beginning of the school day (7:15 AM).

Withdrawal from Placement. Birmingham-Southern reserves the right to withdraw candidates engaged in field experience from a school if it is determined by the BSC Education faculty that a student has violated the Alabama Code of Ethics or has not maintained the directives outlined in this handbook.

Professionalism and Technology

Teacher candidates are responsible for setting an appropriate example for K-12 students in their personal and professional technology use. A teacher candidate's professional image and reputation, as well as the image and reputation of their students and schools, will be directly related to their example. Therefore, it is essential they are constantly mindful of that responsibility. Teacher candidates must adhere to their school district's guidelines and policies for technology use. Below are BSC guidelines for technology use by teacher candidates.

Cell Phone Usage:

- Teacher candidates will not access/use cell phone in classrooms or hallways when students or staff are present except in cases of professional purpose and with the express permission of the mentor teacher, college supervisor, and/or school administrator.
- Teacher candidates will manage personal calls or business privately and only during a prep period, before/after school, or during lunch hour.
- Teacher candidates will not exchange phone numbers with or use cell phones to contact students or parents.
- Teacher candidates will seek permission to communicate via text with college supervisor or P-12 mentor teacher and, if permitted to text CS/CT, use appropriate grammar, spelling, tone, etc.
- Teacher candidates will be mindful of appropriate grammar, spelling, tone, etc. if using cell phone to email.
- Teacher candidates will ensure that phone is placed on silent mode when in the classroom.
- Teacher candidates will ensure permission to use cell phone camera for BSC projects is permitted by the K-12 mentor teacher and/or school administrator.
- Teacher candidates will ensure that 'media clearance/release' form is on file for all students in any classroom where recording of any kind, by cell phone camera or other means, for BSC projects.

Computers and Internet use on School Grounds:

- Teacher candidates will use school internet services and classroom computers for school purposes only.

- Teacher candidates will not use the school's internet for any purpose other than lesson planning or professional communication related to the classroom or school.
- Teacher candidates will not download any unauthorized software without the permission of the mentor teacher or school's technology support staff.

Social Media Activity:

- Teacher candidates will not accept students as friends on personal social networking sites.
- Teacher candidates will decline any student-initiated requests.
- Teacher candidates will not initiate online friendships with students.
- Teacher candidates will not discuss students or publicly criticize school policies or personnel on any online platform.
- Teacher candidates will consider what is posted to their accounts, either by the candidate or others, in terms of what might be viewable by students, parents, administrators, mentor teachers, or future employers and how any previous and future pictures, comments, etc. might affect professional image.
- Teacher candidates will consider who has access to their social media accounts and review security and privacy settings to ensure appropriate protections are in place.

Video Recording and Photo Documentation:

- Teacher candidates will not record any school event or classroom, school personnel or student without express written permission from that individual (and/or their parent/guardian) or appropriate administrative office for the recording.
- Teacher candidates will not publicly or privately share, post, or otherwise use any video recording of students, staff, or school for any purpose outside of their BSC seminar requirements.
- Teacher candidates will ensure that any, and all, recordings of students, staff, or school are kept secure and confidential.
- Teacher candidates will agree that capturing or sharing any photo or recording of a school event or classroom, school personnel or student without permission and outside of BSC seminar requirements may result in adverse action including termination of the candidate's field experience or student teaching assignment, termination from the program, or rejection of the candidate's application for certification with the State of Alabama.

BSC Education Department Course Progression and Field Experience

Collaborative Education

		Course Name	Hours	Setting
Pre-TEP				
	ED 201	Introduction to Education	8	Elementary Low- to Mid-Low Poverty
	EPY 260	Survey of Exceptional Children	8	Special Education Setting
	ED 299	Exploring Teaching	42	Elementary/Special Education Low- to Mid-Low Poverty
TEP				
Pre-Block			20	Low- to Mid-Low Poverty
	ED 313	Language and Literacy I		
	EPY 320	Educational Psychology		
Block One			100	Lower Elementary High- to Mid-High Poverty
	ED 312	Teaching Mathematics in Primary Grades		
	ED 315	Language and Literacy II		
	ED 360	Methods and Materials of Teaching Children with Special Needs		
	ED 342	Senior Research		
Block Two			100	Upper Elementary Low- to Mid-Low Poverty
	ED 320	Teaching Mathematics in Grades 3-6		
	ED 324	Teaching Science and Health		
	ED 317	Teaching Social Studies		
	ED 316	Language and Literacy III		

Secondary Education Classes

		Course Name	Hours	Setting
Pre-TEP				
	ED 201	Introduction to Education	8	Secondary Low- to Mid-Low Poverty
	ED 299	Exploring Teaching	80	Secondary Low- to Mid-Low Poverty
	EPY 260	Survey of Exceptional Children	8	Special Education Setting
TEP				
Pre-Block			20	Low- to Mid-Low Poverty
	EPY 320	Educational Psychology		
Block One			36	Middle School High- to Mid-High Poverty
	ED 319	Teaching Secondary Reading		
Block Two			36	High School Low- to Mid-Low Poverty
	ED 323	Teaching Secondary Subjects		

BSC Education Department Professional Learning Plan

A professional learning plan (PLP) is an organized way of identifying areas you want to target for growth. In it, you will identify improvement goals and make a plan of how you will reach that goal. Candidates should use the provided Professional Learning Plan Template for their PLP. Regularly meet with your advisor to discuss your progress towards meeting your PLP goals.

Professional Learning Plan Template



Name:	Date:	Transition Point: Entering TEP Entering Internship	
Strengths:			
1.			
2.			
Areas for Improvement:			
1.			
2.			
Goals for Yourself:			
Planning	Learning & Implementation (Professional Learning Activities)	Evaluation	
What will you need to reach your goal (workshops, podcasts, readings, professor support, or experiences)?	What do you want to learn?	How will you assess your progress?	Timeline for this PLP- (Advisor)

BSC Education Department Professional Learning Evaluation

Topic/Area of Focus	Action	Person(s) Responsible	Follow-up Support with Advisor	Evaluation Date
1.				
2.				

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Field Experience Log Instructions

- Your Field Experience Log is very important. It shows the time you have spent in the classroom as well as the diversity of your experiences.
- Your Field Experience Log is part of your electronic portfolio, and it is your responsibility to keep it up to date.
- Your field experience log will be assessed each time you have an interview with the faculty (at the entrance to the program, just prior to internship, and after internship). You must have **150 hours** of field experience prior to internship, as required by the Alabama State Board of Education.

An example of how to complete the Field Experience Log is below:

Date	School	Hours	Activity	Setting	F/R Lunch %	Poverty Level	Title I	K-3 Grade	4-6 Grade	6-9 Grade	10-12 Grade	Ages 21-up	Gen Ed
9/12/19	Adamsville Elementary	10	Observation	Rural	80.5%	High Poverty	X		X				X

You will enter:

- The month and year of your experience in column 1
- The location of your experience in column 2
- The amount of time spent observing or working with children in column 3
- The activity you were participating in while at the school in recorded in column 4. These activities include observation, assisting, co-teaching, and teaching.
- The population setting is recorded in column 5, documented by either urban, suburban, or rural.
- The free and reduced lunch percentage is recorded in column 6. This information is available in the education offices and can be found online.
- Poverty level is recorded in column 7. Use <https://www.alabamaachieves.org/reports-data/financial-reports/> to determine the diversity of placements. The following designations should be used. This information is also available in the education offices and can be found online.
 - High-poverty schools- more than 75% of students are eligible for free or reduced-price lunch
 - Mid-High poverty schools- 50.1% to 75% of students are eligible for free or reduced-price lunch

Birmingham-Southern teacher candidates are familiar with Alabama Educator Code of Ethics. These are discussed in many courses, including internship. The Education Dispositional Assessment (EDA) is used to measure the dispositions and ethical nature of teacher candidates at three points, during ED 299, Exploring Education (traditionally taken during their first year), during Block 1 (junior year), and during internship. The EDA is scored by the faculty and used to guide teacher candidates to self-reflect on strengths and areas to work on.

Alabama Educator Code of Ethics

Standard 1: Professional Conduct:

An educator should demonstrate conduct that follows generally recognized professional standards.

Ethical conduct includes, but is not limited to, the following:

- Encouraging and supporting colleagues in the development and maintenance of high standards. Respecting fellow educators and participating in the development of a professional and supportive teaching environment.
- Engaging in a variety of individual and collaborative learning experiences essential to developing professionally in order to promote student learning. Unethical conduct is any conduct that impairs the certificate holder's ability to function in his or her employment position or a pattern of behavior that is detrimental to the health, welfare, discipline, or morals of students.

Unethical conduct includes, but is not limited to, the following:

- Harassment of colleagues.
- Misuse or mismanagement of tests or test materials.
- Inappropriate language on school grounds. Physical altercations.
- Failure to provide appropriate supervision of students.

Standard 2: Trustworthiness:

An educator should exemplify honesty and integrity in the course of professional practice.

Ethical conduct includes, but is not limited to, the following:

- Properly representing facts concerning an educational matter in direct or indirect public expression.
- Advocating for fair and equitable opportunities for all children.
- Embodying for students the characteristics of intellectual honesty, diplomacy, tact, and fairness.

Unethical conduct includes, but is not limited to, the following:

- Falsifying, misrepresenting, omitting, or erroneously reporting professional qualifications, criminal record, or employment history when applying for employment or certification
- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted to federal, state, and/or other governmental agencies.
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding the evaluation of students and/or personnel.
- Falsifying, misrepresenting, omitting, or erroneously reporting reasons for absences or leaves.

- Falsifying, misrepresenting, omitting, or erroneously reporting information submitted in the course of an official inquiry or investigation.

Standard 3: Unlawful Acts:

An educator should abide by federal, state, and local laws and statutes.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Teacher/Student Relationship:

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

Ethical conduct includes, but is not limited to, the following:

- Fulfilling the roles of trusted confidante, mentor, and advocate for students' growth.
- Nurturing the intellectual, physical, emotional, social, and civic potential of all students.
- Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement.
- Creating, supporting, and maintaining a challenging learning environment for all students.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical or verbal abuse.
- Committing any act of cruelty to children or any act of child endangerment.
- Committing or soliciting any unlawful sexual act.
- Engaging in harassing behavior on the basis of race, gender, national origin, religion, or disability.
- Soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student.
- Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs.

Standard 5: Alcohol, Drug and Tobacco Use or Possession:

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

Ethical conduct includes, but is not limited to, the following:

- Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.

Unethical conduct includes, but is not limited to, the following:

- Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
 - Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages or using tobacco.
- A school-related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc., where students are involved.

Standard 6: Public Funds and Property:

An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility.

Ethical conduct includes, but is not limited to, the following:

- Maximizing the positive effect of school funds through judicious use of said funds.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing body.

Standard 7: Remunerative Conduct:

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

Ethical conduct includes, but is not limited to, the following:

- Insuring that institutional privileges are not used for personal gain.
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

Unethical conduct includes, but is not limited to, the following:

- Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body.
- Accepting gifts from vendors or potential vendors for personal use or gain where there appears to be a conflict of interest.
- Tutoring students assigned to the educator for remuneration unless approved by the local board of education.

Standard 8: Maintenance of Confidentiality:

An educator should comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

Ethical conduct includes, but is not limited to, the following:

- Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is required by law.
- Maintaining diligently the security of standardized test supplies and resources.

Unethical conduct includes, but is not limited to, the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law.

- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school system or state directions for the use of tests or test items.
- Violating other confidentiality agreements required by state or local policy.

Standard 9: Abandonment of Contract:

An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or educational agency for the duration of the contract.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer;
- Refusing to perform services required by the contract.

Reporting Educators are required to report a breach of one or more of the Standards in the Alabama Educator Code of Ethics as soon as possible, but no later than sixty (60) days from the date the educator became aware of the alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of their local school board policies and procedures and/or chain of command for reporting unethical conduct. Complaints filed with the local or state school boards, or with the State Department of Education Teacher Certification Section must be filed in writing and must include the original signature of the complainant.

Alabama Core Teaching Standards are a model for teacher candidates to provide the best education to K-12 students. During the BSC TEP program, teacher candidates become familiar with ACTS/InTASC standards. These standards are readily available in the Field Experience Handbook.

Alabama Core Teaching Standards.

Alabama Code: SUPP NO. 15-3 Educator Preparation 290-3-3-.03(1)(k)

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

(1) Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

(a) The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(b) The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(c) The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

(d) The candidate understands how learning occurs—how learners construct knowledge, acquire skills, and develop discipline thinking processes—and knows how to use instructional strategies that promote student learning.

(e) The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

(f) The candidate identifies readiness for learning and understands how development in any one area may affect performance in other areas.

(g) The candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

(h) The candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

(i) The candidate is committed to using learners' strengths as a basis for growth and their misconceptions as opportunities for learning.

(j) The candidate takes responsibility for promoting learners' growth and development.

(k) The candidate values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(2) Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- (a) The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- (b) The candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- (c) The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- (d) The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- (e) The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- (f) The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
- (g) The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- (h) The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- (i) The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- (j) The candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- (k) The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
- (l) The candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- (m) The candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- (n) The candidate makes learners feel valued and helps them learn to value each other.
- (o) The candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

(3) Learning Environments. The candidate works with others to create environments that support

individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- (a) The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (b) The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- (c) The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

- (d) The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (e) The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (f) The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (g) The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (h) The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
- (i) The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- (j) The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- (k) The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- (l) The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- (m) The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- (n) The candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- (o) The candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- (p) The candidate is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (q) The candidate seeks to foster respectful communication among all members of the learning community.
- (r) The candidate is a thoughtful and responsive listener and observer.

(4) Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- (a) The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- (b) The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- (c) The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- (d) The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

- (e) The candidate recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.
 - (f) The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
 - (g) The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
 - (h) The candidate creates opportunities for students to learn, practice, and master academic language in their content.
 - (i) The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in the learner's primary language.
 - (j) The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.
 - (k) The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
 - (l) The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.
 - (m) The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.
 - (n) The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.
 - (o) The candidate has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.
 - (p) The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.
 - (q) The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
 - (r) The candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
 - (s) The candidate is committed to work toward each learner's mastery of disciplinary content and skills.
- perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (a) The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
 - (b) The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
 - (c) The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

- (d) The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (e) The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- (f) The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- (g) The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- (h) The candidate develops and implements supports for learner literacy development across content areas.
- (i) The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (j) The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- (k) The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- (l) The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- (m) The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- (n) The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- (o) The candidate understands creative thinking processes and how to engage learners in producing original work.
and how to integrate them into the curriculum.
- (q) The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (r) The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.
- (s) The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(5) Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- (a) The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- (b) The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (c)

The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(d) The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. (e) The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(h) The candidate develops and implements supports for learner literacy development across content areas.

(i) The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

(j) The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

(l) The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

(m) The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

(n) The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) The candidate understands creative thinking processes and how to engage learners in producing original work.

(p) The candidate knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

(q) The candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(r) The candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

(s) The candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

6) Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

(a) The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

- (c) The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- (d) The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- (e) The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- (f) The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- (g) The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- (h) The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- (i) The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- (j) The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.
- (k) The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- (l) The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- (m) The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- (n) The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- (o) The candidate knows when and how to evaluate and report learner progress against standards.
- (p) The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (q) The candidate possesses knowledge of Alabama's assessment requirements and processes.
- (r) The candidate is committed to engaging learners actively in assessment processes and to develop each learner's capacity to review and communicate about their own progress and learning.
- (s) The candidate takes responsibility for aligning instruction and assessment with learning goals.
- (t) The candidate is committed to providing timely and effective descriptive feedback to learners on their progress.
- (u) The candidate is committed to using multiple types of assessment processes to support, verify, and document learning.
- (v) The candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- (w) The candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

- (7) Planning for Instruction.** The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- (a) The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
 - (b) The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
 - (c) The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
 - (d) The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
 - (e) The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.
 - (f) The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
 - (g) The candidate integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.
 - (h) The candidate communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.
 - (i) The candidate understands content and content standards and how these are organized in the curriculum.
 - (j) The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
 - (k) The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
 - (l) The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
 - (m) The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
 - (n) The candidate knows when and how to adjust plans based on assessment information and learner responses.
 - (o) The candidate knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
 - (p) The candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
 - (q) The candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
 - (r) The candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
 - (s) The candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

- (8) Instructional Strategies.** The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- (a) The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
 - (b) The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
 - (c) The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
 - (d) The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
 - (e) The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
 - (f) The candidate engages all learners in developing higher order questioning skills and metacognitive processes.
 - (g) The candidate engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
 - (h) The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
 - (i) The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
 - (j) The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
 - (k) The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
 - (l) The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
 - (m) The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
 - (n) The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.
 - (o) The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
 - (p) The candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction
 - (q) The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
 - (r) The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.
 - (s) The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(9) Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

(a) The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

(b) The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

(c) The candidate, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(d) The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

(e) The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

(f) The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

(g) The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

(h) The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

(i) The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(j) The candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

(k) The candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from candidate evaluations and observations, data on learner performance, and school- and system-wide priorities.

(l) The candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(m) The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The candidate understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE), professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

(a) The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (b) The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. (e) The candidate, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

(f) The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (h) The candidate uses and generates meaningful research on education issues and policies.

(i) The candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

(l) The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) The candidate knows how to contribute to a common culture that supports high expectations for student learning.

(p) The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(q) The candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(r) The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(s) The candidate takes responsibility for contributing to and advancing the profession.

(t) The candidate embraces the challenge of continuous improvement and change.

Author: Dr. Thomas R. Bice. Statutory Authority: Ala. Code §§16-3-16 and 6-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; amended 06-01-94; repealed and

adopted new 01-09-97, effective 07-01-97; amended 12-9-99, effective 01-13-00; amended 03-14-02, effective 04-18-02; emergency rule to amend filed on 10-10-02; amended 12-12-02, effective 01-16-03; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 03-08-07, effective 04-12-07; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; repealed and adopted new 08-13-2015, effective 07-01-2016.